



ASSESSMENT POLICY

Assessment at Crompton House will:

- Recognise the achievement and effort of all students.
- Make all students aware of their strengths and their areas to improve as well as provide opportunities to do so.
- Provide realistically ambitious targets for future attainment.
- Provide data that can be used by staff to inform teaching as well as support and intervention.
- Provide data that can be used by staff to inform banding and setting.
- Provide data which enables the school to report student progress to parents as well as interested external parties.

Forms of assessments

In daily practice we shall use a variety of different assessment systems. They should:

- Be fit for purpose.
- Be clearly linked to the skills and knowledge being taught in schemes of work.
- At Key Stages 4 and 5, mirror the format of the actual external assessments (including use of past papers.)

Moderation

Internal moderation should take place to ensure accuracy and consistency of working at and estimated grades.

Student perspective:

Students should be able to answer the following questions for each of their subjects.

- What is your target grade?
- What grade are you on?
- How do you know?
- What do you need to do to improve / achieve the next step?

They should also be given opportunities to develop the skills and/or knowledge highlighted as their next step.

Students should be involved in self and peer assessment and given the opportunity to work out how to progress.

Students should be involved in reviewing and reflecting on assessment data and setting personal attainment targets.

Subjects and Faculties

- Subjects are responsible for providing a calendar of key assessments and information which will be updated on the whole school assessment calendar.
- Subjects are responsible for providing meaningful data about all students at regular intervals throughout the year.
- Subjects must provide a common 'fit for purpose' summative assessment for each unit, in which much of the knowledge, understanding and skills developed will be assessed.

Working at and estimated grades

At least once per half-term a formal working at grade must be issued to each students and recorded on Progresso for each subject. Definitions of working at grades and estimated grades are overleaf.

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL



WAG (Working at Grade)

Current student attainment. This is a grade taken either from the last key assessment or as an average of key assessments completed so far in an academic year. These will include mock exams for relevant years. The WAG should not be more than one grade above or below the previous key assessment or the average of all key assessments in the year.

Estimated Grade

The grade the teacher estimates the student may achieve at the end of a key stage or the next externally marked exam.

Estimated grades cannot be below the WAG. On the last year of a course estimated grades should not be more than one grade above the WAG.

Support and intervention

Pupils in Years 11, 12 and 13 requiring intervention are marked 'YES' on the intervention flag column on Progresso. Support and interventions for these students need to be carried out and logged on Progresso.

In terms of external exams, each subject must adhere to exam board regulations for all assessments. This is especially vital in relation to Controlled Assessments. (See CHS Controlled Assessment Policy).

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Signed (Chair).....G Main.....

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